Monitoring Report - Executive Limitations Policy
EL-15, Instructional Materials Selection

BOARD POLICY EXPECTATION

The Superintendent shall not fail to recommend to the Board for approval the instructional materials and textbooks to be used in the district.

CERTIFICATION

I hereby present my monitoring report on Executive Limitations Policy EL-15 "Instructional Materials Selection" in accordance with the monitoring schedule set forth in board policy. I certify that the information contained in this report is true as of May 22nd, 2012.

Mark Mansell, Superintendent

SUPERINTENDENT'S INTERPRETATION OF POLICY

I interpret the board's expectation regarding instructional materials to mean that the district must make intentional and consistent efforts to obtain appropriate and effective curricular resources that will be used by staff to fuel the process of creating life long learners. This will be done through a transparent and inclusive process involving representation of all stakeholders of the district.

REPORT

There are seven specific areas described in this policy. The following will address each specific area of EL-15 as best as possible. At the time of this report, I believe that the district is in compliance with the Board's expectations.

1. ***The superintendent shall not fail to ensure appropriate input from the following groups as instructional materials are reviewed and selected: students, parents, teachers, administrators, and other staff members involved in developing the educational program.*** **IN COMPLIANCE**
   Like last year's piloting of Dave's "new and improved" process for involving all stakeholders in the review and adoption of materials, this year's literacy review included representation by a wide variety of stakeholders. Students, parents, administrators, teachers and library staff were all involved in the discussion and decisions made around our adoption in this area.

2. ***The superintendent shall not fail to address age-appropriateness in the use of instructional materials, to include videos.*** **IN COMPLIANCE**
   During review of all curriculum materials, the review teams take into consideration age and developmental appropriateness for the targeted student population, ability level, as well as being sensitive to any gender bias of the

reviewed materials. District policies and procedures (2020, 2020P, 2021 and 2021P) are guides to help stakeholders with the review of all instructional materials and textbooks we use with students. We have developed guidelines and printed guides that encompass the previous policies that our teams use to systematically review all materials. Additionally, trusted outside resources such as Horn Book, American Library Association Booklists, and national professional organization reviews are used to provide additional information on the appropriateness of non-graded materials. The district also uses materials and videos reviewed and provided by ESD 112. All instructional materials other than the traditional print format are also reviewed for appropriateness. This would include videos, on-line resources and other non-traditional formats. Finally, each building administrator is required to review all supplemental instructional materials that are not officially adopted to ensure developmental and program appropriateness.

3. ***The superintendent shall not fail to ensure sufficient instructional materials to support student needs or to adjust to changes in enrollment.*** **IN COMPLIANCE**

   When new instructional materials are adopted, an initial implementation-year purchase is made based on the projected student enrollment of the first year of implementation. To order adequate materials, the district has found that using the projected implementation year student enrollment and adding an additional 5% has shown to provide a sufficient quantity of materials. When the increase in the number of students enrolled exceeds the 5%, additional texts are purchased to meet the demand.

   An inventory of approved instructional materials, along with the required ordering information, are kept on file within the curriculum department. This list is used to identify the required purchases of necessary classroom instructional materials when new classrooms are added. Upon notification of the addition of a classroom, the curriculum secretary provides to each building secretary a list of the necessary instructional materials that are then ordered by the designated building staff.

   When additional texts are needed, post adoption, we focus our efforts on obtaining used texts to match the shelf life of our existing texts in an effort to efficiently see us through to the next like content adoption cycle. This can be done by contacting neighboring districts with larger enrollments or from numerous "used textbook" suppliers that specialize in this specific need.

4. ***The superintendent shall not fail to recommend developmentally appropriate instructional materials that advance the achievement of the Board's Ends policies and contribute toward continuity, integration, and alignment of the curriculum by course and program.*** **IN COMPLIANCE**

   Every effort is made to review all instructional materials and textbooks for core

courses using research-based criteria that have been identified to meet district, state and national standards for the selected content area. The first year of every content adoption begins with the review of the latest research in that content area and how that relates to the current goals and needs of the district. Representation of our K-12 professional staff bring their experience, background and understanding of this research to the table which merges with the values and perspectives of our parent, student and community stakeholders whose insight into the materials is invaluable. The spectrum of both personal and professional perspectives shapes the lens that we use to review and select the most effective instructional materials. The second year of the process involves the review of specific instructional materials which were identified as meeting the research-based criteria in year one and then evaluating each publisher or sources material for best fit. This year's review of literacy materials was done in this manner. The committee included students from both the high school and middle school as well as parents from all three buildings.

5. ***The superintendent shall not fail to consider the needs of all learners, including all levels of ability, when recommending instructional materials.*** **IN COMPLIANCE**
For all adopted instructional materials and textbooks, the needs of all learners (including all levels of ability) are considered when recommending instructional materials. If not already defined in the selection criteria, additional elements are developed and defined by staff qualified to address the needs of our special needs children (i.e. ELL, gifted, struggling readers, etc.). As articulated in #4 above, the spectrum of perspectives (e.g. students, parents, community members and staff) is key to selecting the right materials for the range of learners who will need to use the instructional materials chosen.

6. ***The superintendent shall not fail to conduct a systematic review of materials on a scheduled basis or upon formal request by a district stakeholder.*** **IN COMPLIANCE**
An adoption schedule has been developed and is available on the district's website under the curriculum link. This schedule shows the cyclical nature of the timeline where each curricular area gets an appropriate and timely analysis.

The adoption cycle can be viewed on-line at the district website: (http://www.lacenterschools.org/web-content/Pages/Curriculum/CurriculumReviewSequenceFinal2011.pdf) or by going to www.lacenterschools.org and clicking on the "Curriculum" link on the sidebar. From this page you will see the link to the "Curriculum Review Cycle".

Any request for the review of materials by a district stakeholder may be submitted via the "Request for Reconsideration of Materials" form, which is also now available on line on the curriculum page.

In addition any teacher may request the review of specific grade or content area

material for special or specific needs at any time. The building principal and the instructional materials committee (IMC) would review those requests in a timely manner and then submit them to the board for approval. As mentioned in Dave's board report this month, we had a minor change in the procedure this year which now gives the board more time to review materials approved by the IMC. All materials being submitted for board approval will be submitted no later than the board workshop prior to the board meeting where approval is sought.

This year we have had no requests for reconsideration of materials by stakeholders.

7. ***The superintendent shall not fail to develop and implement appropriate policies governing access to and utilization of electronically distributed information or to develop and implement an Internet Use Policy.*** **IN COMPLIANCE**
District policies 2022 and 2022P establish the expectations regarding access and use of electronically distributed materials and Internet use. These policies govern access to and utilization of electronically distributed information in classrooms, labs and media centers and to develop and implement the District Internet Use Policy. We made one significant change to our policy this year K-12. We are going to an opt-out policy for all students instead of an opt-in policy.

In simple terms, this means that parents will now sign a form to limit or deny their student the use of or access to the Internet and electronic information sources in our district. In the past every student in the district had to sign, return and we had to file and monitor a permission form, which was a significant task given the strong acceptance of using the Internet as a learning tool.

With this in mind, the following statement is the new language that will be included in all parent/student handbooks for the 2012/13 school year:

> **INTERNET USE AT SCHOOL**
>
> All students in grades K-12 may at times be accessing the Internet for academic purposes. If you do not want your student (s) to have access to the Internet at school, please notify (in writing) the office at your student's school.